

**Professional Experience Handbook - Primary
Bachelor of Teaching – Professional Experience One
Block Teaching Experience
3/4 Week Practicum 15 Oct- 2 /9 - Nov 2018**



Faculty of Education
Te Kura Toi Tangata



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Eye of the Needle

Sculpted by New Zealand artist and Waikato alumnus Rangi Kipa, *Aurei* represents a famous proverbial saying from King Pōtatau, the first Māori king: There is but one eye of the needle through which the white, black and red threads must pass.

The sculpture suggests the spirit of unity and the common pursuit of knowledge and understanding, symbolically tying people, relationships, kaupapa and ideologies together.

PRIMARY PROFESSIONAL EXPERIENCE OFFICE

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FACULTY OF EDUCATION, UNIVERSITY OF WAIKATO

Conceptual framework for primary school based professional experiences

What do we want to achieve from having student teachers placed on school-based experiences?

School-based professional experiences are crucial to the design and delivery of teacher education programmes at the Faculty of Education, University of Waikato. This view is articulated by people within the Faculty, by professional partners in schools and by other stakeholders including student teachers and the Education Council. Commitment to the professional experience is demonstrated through the excellent systems built on a manifesto of extensive experiences, rigorous critique and sustained credibility. Continued improvement in the school-based professional experiences for all student teachers depends on a sound conceptual framework.

In placing our student teachers on school-based experiences throughout our primary programmes, they will be provided with the opportunity to be mentored within quality, authentic New Zealand/Aotearoa school communities where they can observe and experience the complexities of the teaching profession.

These experiences will enable student teachers to:

- Have opportunities to develop professional relationships
- Continue to develop content and pedagogical knowledge
- Have opportunities to practise theory and theorise practice
- Experience the implementation of *The New Zealand Curriculum/ Te Marautanga o Aotearoa* in a school context
- Work independently and collaboratively to create appropriate experiences for learners
- Develop effective pedagogical strategies
- Understand and experience Teaching as Inquiry
- Develop bicultural and multicultural competencies
- Develop personal professional qualities
- Use all experiences as a basis for reflection and the development of a personal philosophy.

These broad competencies should be considered in conjunction with the specific evaluative criteria for each professional experience and the Education Council's "Standards for the Teaching Profession".

PROFESSIONAL EXPERIENCE

BACHELOR OF TEACHING PROFESSIONAL EXPERIENCE ONE

Primary

In the primary sector, student teachers will complete a range of professional experience in years 1-4 and 5-8 primary classrooms.

Educational Council Requirements specify that student teachers need to complete their professional experience in a range of contexts and at a range of age levels.

Normally students would complete their blocks of professional experience across both Y 1 -4 and Y 5-8 levels over the first two years of their programme. In their third year, students will select a level of their choice.

Professional Experience One will involve student teachers building a sustained relationship with a school over the first year by working in the school for one day per week culminating with a three-week fulltime experience. The pattern will allow sustained interaction with students in schools over the year and provide opportunities to enact and critique and reflect on ideas encountered in their course work.

Initially student teachers will work in classrooms in pairs. Research has shown that student teachers value and benefit from ready access to feedback from and discussion with a peer (Le Cornu, 2010; Nokes, Bullough, Egan, Birrell, & Hansen, 2008). Pairing offers students ready access to experience learning as a social process. Student teachers will be encouraged to develop and exercise the skills of adaptive help seeking, that is, to identify and strategically seek help to address their concerns and questions as opportunities to learn (Steed & Poskitt, 2010).

Student teachers will build a relationship with a school, with the wider school community, and with learners, through this sustained in-school experience. Student teachers will be supported by mentor teachers and faculty lecturers to focus on knowing the context in which they are working, knowing their learners, and beginning to learn about the processes required to develop adaptive expertise.

In year one the paper *Being a Teacher in Aotearoa New Zealand* is delivered across the year in parallel to the first teaching experience. This paper will be delivered partially in the school context alongside mentor teachers. It is designed to support the development of ideas around professionalism, reflexive and ethical practice as well as support the understanding and development of Te Reo and Tikanga and culturally responsive pedagogy.

Weekly teaching experience

The professional experience starts with a weekly placement. This weekly experience will provide opportunities to develop knowledge and understanding about the role of the teacher.

- Ask about the Health and Safety requirements and procedures in the school.
- Observe the teaching of your Mentor Teacher and note the management routines.
- Introduce yourself to the students and get to know their names.
- Plan and teach an episode to a small group.
- Begin your Reflections in your portfolio.
- Communicate with your Mentor Teacher about the teaching and learning programme in advance of your one day.
- Continue to develop relationships with the students and assist the students with their learning in small groups as arranged with your Mentor Teacher.
- Provide lesson plans to your Mentor Teacher 24 hours in advance, on the template provided by your curriculum lecturer. Have them signed.
- Begin teaching individual lessons or parts of lessons increasing these throughout terms 1 & 2.
- Continue to observe your Mentor Teacher.

- Record your reflections in your Portfolio and keep your Portfolio up to date.
- Complete your Reflective Journal each day.
- Attend as a fulltime teacher and be available from 8.00 a.m. to 5.00 p.m. or as required.
- Continue to develop positive relationships with your students.

Block teaching experience

The professional experience will conclude with a 3-week fulltime block in school. This final experience will provide opportunities to demonstrate sustained practice.

| WEEK ONE |
|--|
| Full coverage of the Health and Safety requirements and procedures in the school |
| Handbook and professional experience tasks discussed with student teacher |
| Long term teaching programme has been planned; (use planner in your black folder or an equivalent) |
| Student teacher has observed Mentor teaching in major curriculum areas |
| Student teacher working with groups on regular basis |
| Written critiques on student teacher lessons provided by Mentor Teacher |
| WEEK TWO |
| Student teacher's planning checked and approved |
| Written critiques on student teacher lessons provided |
| Regular group teaching and regular exposure to whole class teaching |
| Series of lessons in major curriculum areas begun |
| WEEK THREE |
| Student teacher's planning checked and approved |
| Written critiques on student teacher lessons are being provided |
| Regular group and whole class teaching and assessment |
| Time tabled blocks of full control tried |
| Series of lessons in major curriculum areas |
| Lessons in other curriculum areas |
| Evaluative teacher's visit undertaken and report written |
| Half/whole days of full control in shared situations with Mentor Teacher |
| Mentor Teacher report written and discussed with student teacher who then signs it |

PROFESSIONAL EXPECTATIONS OF STUDENT TEACHERS

Student teachers as members of school staff

Student teachers on professional experience are effectively members of the school staff. They are professionally responsible to the principal, subject to the same regulations and sharing the same professional commitments as other staff members, where this is appropriate. It is strongly advised that student teachers do not continue outside paid employment during their professional experience. Professional experience is a full time responsibility. Requirements cannot be altered to accommodate paid employment.

Confidentiality

Student teachers are reminded of the need for confidentiality when dealing with information about children and of the need to practice professional ethics in relating to individual teachers, children, and the school in general. Student teachers need to be aware of their professional responsibilities, particularly in relation to confidentiality and being ethical whenever they are in the company of others.

Absences from professional experience

Student teachers must inform their Mentor Teacher and the school by telephone before 8.00 a.m. if they are going to be absent. Absences must be recorded in the front Overview Page of the *Student Teacher's Profile and Report* folder. Repeated absences may result in failure in teaching professional experience. Student teachers absent, for whatever reason, may be required to work additional days in order to meet requirements. Professional experience is not a matter of completing a certain number of hours but about developing and demonstrating the skills and qualities of a graduating teacher.

Absences of 3 days or more require a medical certificate or appropriate documentation to be given to the Professional Experience Office.

Expected hours of work

Student teachers are expected to be punctual and work the same hours as other teaching staff, unless on specific occasions, the Mentor Teacher may indicate they do not need to. Student teachers should be prepared to allocate time to discuss their programme each day with the Mentor Teacher. They are expected to do playground and other duties, attend staff meetings, assist with sports teams, cultural activities and related school-wide activities, where and as appropriate.

Professional dress

Student teachers are expected to dress appropriately and present themselves in a professional manner. Schools may have dress codes that exclude jeans, jandals, body piercing ornaments, which student teachers are expected to adhere to.

Familiarity with school policies

Student teachers should ensure that they are familiar with the school's policies and practices for managing children's behaviour, and for health and safety issues, including playground accidents. Student teachers should contribute to the costs of tea, coffee, and photocopying for personal use, if asked to do so. They need to be clear about the use of and safe practices for digital devices, including personal phones.

* Mobile phones should be turned off during teaching periods and only accessed during teaching breaks for personal communications.

Failure to meet professional experience requirements

Under the managed entry criteria for admission to initial teacher education programmes (see University of Waikato Calendar), student teachers who do not meet the requirements of a professional experience will need to appeal in order to repeat the professional experience and continue with the programme. This may involve re-enrolment in the relevant Professional Experience paper. The Professional Experience Progress and Review Committee consider all professional experience reports from both the school and the visiting lecturer, before awarding a Pass or Fail grade for each professional experience.

STUDENT TEACHER REQUIREMENTS

Professional Experience One provides the opportunity for student teachers to put into practice the theory learned in university lectures and tutorials. It also provides the opportunity for student teachers to learn about aspects of classroom life that are more readily experienced in the school, such as running records in reading, IEPs, writing evaluative comments for children's records.

To pass the professional experience, a satisfactory level must be achieved for all criteria listed in the *Student Teacher Profile and Report Folder*.

Student teachers are required to:

- consult (and record) the classroom timetable and identify the principles underlying its construction.
- know names and backgrounds of all children in the class (in ILE's concentrate on the names of children you work with mostly). A seating plan may be useful.
- observe and record routines/management patterns used by the Mentor Teacher, identifying the rationale behind them.
- observe the Mentor Teacher teaching a lesson in each curriculum area prior to teaching in that area, if possible. Note structure and management factors such as the distribution and collection of resources, in addition to teaching strategies, methods of assessment etc.

TO PLAN, TEACH, AND ASSESS EFFECTIVELY ACROSS THE CURRICULUM

Student teachers should be actively involved with children from the beginning of professional experience. Student teachers have already had successful planning and teaching experiences during their normal, partnership and base school work and are not beginners. They should be involved in informal contacts/teaching from day one, for example helping with children's writing and hearing children read.

Whole class activities such as reading a story to the class; helping to lead daily fitness; taking a handwriting lesson (if this is done as a whole class activity); should be attempted in week one as well.

The *Professional Experience One Overview* at the front of this booklet provides an outline of what should be undertaken in each week of the professional experience.

Student teachers are required to:

- adequately plan (in writing) all teaching for which reasonable notice is given.
- use a unit-type approach where appropriate.
- integrate planning across curriculum areas where appropriate.
- write achievement objectives and specific learning intentions/learning outcomes adapting models provided by the various university papers and the N.Z. curriculum statements, and respond to identified pupil learning needs and previous assessments.
- have all planning approved by the Mentor Teacher at least 24 hours before teaching.
- utilise both formative and summative methods of assessment, which focus on individual children. These should be written briefly and precisely and relate directly to set specific learning outcomes. The course text, *The Professional Practice of Teaching* (Fraser & Hill, 2016) provides ideas on assessment.
- develop an 'ideas' section in your folder or electronic storage system. This may relate to teaching techniques, classroom organisation and management, administration and useful resources.
- keep all records in a ring binder or electronic storage system with the various sections clearly organised.
- continue the process of regular and systematic reflection, as practised during university papers.
- participate fully in the life of the school. This should include undertaking playground duty with the mentor, joining in syndicate and staff meetings as required, assisting with cultural activities and the coaching of sports teams.

Student teachers are reminded that chapter 7 of their course text *The Professional Practice of Teaching* (Fraser and Hill, 2016) provides models and suggestions for planning.

TO SUCCESSFULLY MEET THE EVALUATIVE CRITERIA OF THE MENTOR TEACHER AND VISITING LECTURER

Student teachers are required to:

- afford the Mentor Teacher the courtesy of viewing any planning and preparation prior to teaching taking place. This should be at least 24 hours in advance so that there is time for any alterations that may be needed.
- receive regular oral and written evaluations of their planning and teaching from the Mentor Teacher and act on these as appropriate to ensure the further development of teaching and organisation.
- demonstrate their ability to successfully organise and teach a class for short periods of time (extending from individual lessons to half and full days). **This will be verified by the Mentor Teacher in the student teacher's report.**
- recognise their own strengths and areas for further development. These will be specified by the student teacher, using the criteria listed in *Student Teacher Profile and Report* folder.

STUDENT TEACHER REQUIREMENTS RELATED TO UNIVERSITY PAPERS

OTHER CURRICULUM AREAS – Planning and teaching a unit

Student teachers should plan, teach and evaluate at least one unit of at least four teaching sessions, in curriculum area(s) decided upon in discussion with the Mentor Teacher. This unit should be with a group of ten children (minimum), but may be with the whole class. Integration of the unit across more than one curriculum area may be possible.

Student teachers are expected to teach in as many curriculum areas as possible during the three weeks (taking into account the curriculum areas in the Mentor Teacher's long term plan), including Te Reo Maori.

TEACH 110- Mathematics Requirements

In the mathematics component of their first year literacy and mathematics paper, student teachers have had an opportunity to consider diagnostic assessment, planning, teaching and evaluating for supporting children's learning in *whole number, with an emphasis on addition and subtraction*. They have begun to explore the Number Framework (Numeracy Project) and have started to consider mathematics teaching and learning in relation to the New Zealand Curriculum. There has also been a brief introduction to the teaching of statistics and statistical literacy.

We welcome the associate teacher's assistance in supporting each student teacher to diagnose, plan, teach and evaluate a **minimum of four connected mathematics lessons** with a group of children. Diagnostic data might be provided by the associate teacher, or the student teacher could gather their own data using the interview from TEACH110 (for addition and subtraction) or a diagnostic tool their associate teacher is familiar with (e.g. JAM, GLOSS, e-Asttle). Where possible we would appreciate these lessons being in the topic of whole number addition and subtraction and/or multiplication and division; or the teaching of statistics.

Each student teacher needs to:

- 1) Plan **fully** for each lesson, building from one lesson to the next;
- 2) Obtain approval of the planning from the associate teacher before teaching;
- 3) Write a brief evaluation of each lesson, that includes: identification and evidence of children's learning; and brief notes about the teaching (bullet points on the lesson plan are an acceptable form of recording these evaluations); and
- 4) At the end of the four lessons, write a reflection (approx. 300 words) with a particular focus on those aspects of practice being developed (e.g. questioning; listening to children's ideas and responding accordingly; encouraging children to be mathematical thinkers). (Feedback on the reflection from associate teachers is not required, but welcomed if offered).

Confident student teachers may wish to plan for and work with more than one group.

This diagnostic, planning, teaching and evaluating' experience, including the reflection, is a valuable part of the student teacher's ongoing development in mathematics education, and will be needed for TEACH210 (Mathematics Education) next year.

TEACH 110 - Literacy Requirements

Teaching Practicum Compulsory Tasks

With your Associate Teacher, plan, teach and evaluate a series of literacy lessons. These may relate to cross curriculum content. The planning, teaching and formative assessment should include the following components:

Reading To approach: You are expected to read to your students daily and engage them in discussion around the text. Please use the planning template provided in Moodle for this. Lessons should demonstrate your awareness of narrative structure and visual elements. Use a variety of texts over the three weeks.

Language Experience

Student teachers should plan and implement a *Language Experience* approach lesson, or series of lessons based on a single experience. Students would value your support (recording vocabulary and writing phase) during the implementation of these lessons.

Their lessons should reflect:

- How the approach facilitates the move from oral to written language.
- The role of the teacher.

Writing

The teaching of writing should be on going throughout the practicum. For each writing task develop a sequence of writing lessons related to the topic/content or writing purpose. This should include a range of writing activities, learning conversations/conferencing with a small group of students to revisit and improve their writing. Formative assessment of students' learning and teacher reflection are required for these lessons.

Student teachers have been introduced to stages in the writing process, genre, teaching strategies and some analysis of student writing samples.

Learning through talk

Student teachers should be involved in a variety of discussion contexts, for example 'News telling' and in junior classes, cooperative learning (group problem solving/research/ debate etc) in middle and senior school.

Associates please note:

Year one students have not yet covered the Shared Reading and Guided Reading approaches.

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SETTING PROFESSIONAL GOALS

During their work in university papers, Student teachers have been involved in identifying professional goals. During this professional experience block, they are to work towards achieving a specific professional development goal that they have identified.

This goal could relate to personal professional qualities; relationships and communication with children; planning, preparation, evaluation records, assessment and curriculum; or classroom management and teaching techniques. Student teachers should use the professional experience assessment criteria in the *Student Teacher Profile and Report* folder to identify the competencies they feel they need practice in and then choose a specific goal to focus on, e.g. 'to incorporate more open-ended questions which develop children's ability to analyse and evaluate' is more specific than 'to improve my questioning skills'.

The goal chosen should be directly related to the student teacher's own needs or strengths.

The student teacher's task is to:

- Discuss their professional goal and practical ways to work on this, with their Mentor Teacher.
- Plan and teach a lesson in any curriculum area (this could be one the student teacher needs to teach as part of their professional experience expectations) which provides the opportunity to develop the student teacher's ability in meeting their goal, e.g. an art lesson on printmaking provides a useful opportunity to

develop one's skills in preparation and giving clear, specific instructions.

- Ask their Mentor Teacher to observe their lesson and provide specific written and verbal feedback on the goal the student teacher was intending to focus upon.
- Reflect on the written and verbal feedback from their Mentor teacher.

Over the duration of the professional experience, it is envisaged that the student teacher will develop new goals and refine others as progress is made. Student teachers should continue to set professional goals and seek feedback throughout their professional experience.

OTHER CLASSROOM RESPONSIBILITIES

Student teachers should familiarise themselves with the following

- Ways teachers use workbooks for planning.
- Setting up of individual files on children.
- Assessment and evaluation practices used in the class, e.g. observe Mentor Teacher taking a running record in reading.

INFORMATION FOR MENTOR TEACHERS

Role of the Mentor Teacher

The application form to become a Mentor Teacher contains the following expectations, which teachers agree to when they sign their application forms:

Mentor Teachers are expected to be:

- a consistent positive teacher role model, with sound knowledge of curriculum and effective modern classroom teaching practice.
- able to provide examples of written planning, communicate effectively about the school requirements and the student teacher's responsibilities.
- able to give quality feedback, both positive and negative, **written** and **verbal**, in a professional manner to both the student teacher and visiting lecturers.
- make time to plan and give feedback on a regular basis to their student teacher.
- willing to provide opportunities for student teachers to try new ideas, to take risks, and who is willing to let the student teacher project their own person.

Mentor Teachers are contracted and paid by the University to provide programmes to support student teachers' development. In volunteering to be a Mentor Teacher, you agree to these professional obligations.

The process of developing student teachers is the responsibility of both the University and the Mentor Teacher, together. There are some aspects of a student teacher's development that can be initiated at university, but can only be developed in the context of professional experience. Some examples are planning to meet the specific learning needs of children, and practical experience using running records in reading. Please do not expect your student teacher to be a 'fully fledged' teacher.

Further general information on the role and expectations of Mentor Teachers is provided in the *Mentor Teacher Handbook*. All schools that work with University of Waikato student teachers have been emailed copies of this handbook.

Payment of Mentor Teachers

Mentor Teacher payment will be actioned on the completion of the professional experience, once the *Student Teacher Profile and Report* folder is received at the Primary Professional Experience Office. To assist prompt payment, Mentor Teachers are asked to ensure that their details, on the first page of the *Student Teacher Profile and Report* folder, are completed in full, including your M.O.E. Payroll number, as payment cannot be made without this. Please note that the payment process through the School Payroll Agency (Novopay) may take up to a month.

Hamilton and Tauranga Campus student teacher's *Student Teacher Profile and Report* folder is collected by the school before the end of the professional experience.

Online (MMP) student teachers – schools to mail the *Student Teacher Profile and Report* folder directly to the Professional Experience Office, Faculty of Education, University of Waikato Freepost 78837

Recording student teacher absences

- Student teacher absences should be listed on the front page of the Student *Teacher Profile and Report* folder.
- 100% attendance is expected. Student teachers who have absences, for whatever reason, may be required to work extra days of professional experience in order to complete requirements.

Questions or concerns

If student teachers or Mentor Teachers have any questions or concerns, they should contact the liaison team or the Primary Professional Experience Office. See first page of this booklet for contact details.

Planning requirements

The Faculty of Education regards adequate planning and preparation as an essential prerequisite to successful teaching. All teaching by the student teacher must be adequately planned and planning should be approved and initialed by the Mentor Teacher **at least 24 hours** prior to the lesson being taught. This allows time for the Mentor Teacher to read it and to give feedback about any potential pitfalls (e.g. not allowing enough time for activities, assumptions about availability of resources, unrealistic expectations about what is expected of the children).

At this stage of development student teachers should be proficient in planning single lessons. They have had some experience of unit planning (planning a series of lessons). This Professional Teaching Experience should be used to refine lesson planning skills and to become familiar with a variety of models for unit planning, used by the mentor and other teachers in the school. Mentor Teachers are requested to provide student teachers with examples of their own planning.

Planning should reflect *The N.Z. Curriculum (2007)* and/or the parallel document *Te Marautanga o Aotearoa (2007)* which identify directions for student teacher learning. Mentor Teachers are also reminded that their text *The Professional Practice of Teaching* (Fraser and Hill, 2016) provides models and suggestions for planning.

There is no one set model of planning expected by the Faculty of Education. However, in all planning, Mentor Teachers are requested to ensure that the technical aspects of student teacher planning are evident.

These include:

- writing appropriate, clearly stated achievement objectives and specific learning intentions/learning outcomes/success criteria.
- an efficient format that includes:
 - careful teaching/learning sequences.
 - key questions to be asked.
 - resources to be used.
 - timeframes for aspects of the lesson/unit.
 - effective, regular evaluations selected from a range of assessment processes.
 - accurate grammatical expression, spelling and punctuation.

Amount of detail in planning

At this stage in their development, student teacher planning will be more detailed than that of their Mentor Teacher. This is because the planning needs to convey to the reader, (mentor or lecturer), exactly what is intended, i.e. the planning is not just for the student teacher's use. Student teachers do not yet have sufficient experience of teaching and of working with the curriculum content and resources, to enable them to plan in the ways experienced teachers plan.

Unit planning

When teaching from a unit, as well as the unit overview, student teachers should prepare a plan for each teaching session in the unit. Each plan should clearly identify the particular AO/SLO(s)/LI(s) from the unit to be worked towards in the session/lesson (this may be recorded simply as 'see AO number 2 on unit plan'), and should contain the lesson steps, key questions to be asked, the resources needed, and assessment practices to be used, if the particular teaching session is to be assessed.

Syndicate planning

If syndicate/team planning is involved, student teachers need to modify this to meet the identified learning needs of the particular class they are working with, so that they develop experience in writing their own units, based on identified learning needs.

Planning from the internet

Student teachers must demonstrate that they can independently assess and plan to meet specific children's learning needs. All planning taken from the internet **must** be acknowledged in writing on the plan and **must** be

adapted from the original so that it meets the identified learning needs of the particular children they are working with.

Professional experience folder

Mentor Teachers are requested to check that a well-organised professional experience folder (either hard copy or electronic) is developed and kept up to date. The folder should contain sub-sections for administration, the various curriculum areas, and assessment. Folder sub-headings/files may vary, depending on the ways different classes are organised. An 'ideas' section should be included and contain useful hints and information. Student teachers should regard the folder as a working document, an ongoing record of professional experience progress and as a reference for the future. Student teachers must have the professional experience folder at school every day. Guidelines for keeping a folder are included in the white pages of the *Student Teacher Profile and Report* folder.

Providing feedback to student teachers

Mentor Teachers are requested to:

- discuss teaching responsibilities for the student teacher well in advance - use the long-term planner provided at the front of this handbook or a suitable alternative
- regularly set time aside, ideally daily, for reviewing the teaching by the student teacher.
- provide regular written critiques, at least weekly. Copies of these must be filed in the student teacher's professional experience folder.

Critiques are reports on the teaching by the student teacher, that indicate:

- general impressions of the lesson.
- aspects of the lesson, that were successful, e.g. teaching skills.
- aspects of the lesson, that require more practice, e.g. teaching skills, planning, management.
- quality of the planning.

Refer to the criteria provided in the *Student Teacher Profile and Report* folder for aspects of teaching on which to focus critiques.

Critiques may also focus on a particular aspect of the teaching by the student teacher agreed on beforehand; for example, questioning skills, the student teacher's own oral language, ensuring all children are 'on task'.

Critiques identify what the Mentor Teacher noticed about the teaching by the student teacher, describing the behaviour (i.e. what the student teacher did) rather than the person. Give examples where possible, e.g. "When you paused and waited for all the children to pay attention, the children responded well by...". An example of Mentor Teacher written feedback notes/critiques is provided in the *Mentor Teacher Handbook*. Videoing their own teaching can be a useful tool in helping student teachers analyse their work.

It is paramount that Mentor Teachers make clear indications in written feedback regarding any concerns about their student teacher's progress. These concerns should be accompanied by guidelines, as to what the student teacher needs to do, to work on these concerns. Specific, bullet pointed requirements and deadlines should be provided. Following feedback also needs to indicate progress regarding these requirements. These concerns should also be discussed with the liaison lecturer and/or visiting lecturer as soon as possible.

Regular written feedback provides the background evidence for the Mentor Teacher's report along with their recommendation regarding a pass or fail for the professional experience. It needs to be consistent, especially in terms of lack of progress in important areas of the professional experience.

Providing opportunities to teach

Mentor Teachers are requested to provide opportunities for student teachers to interact and teach as follows:

- obtain practice with whole class management techniques in suitable situations as early in the professional experience as possible. e.g. settling down, giving instructions, organising multi-group situations, moving around the school, e.g. to sports, library.
- opportunities for student teachers to teach in as many curriculum areas as possible, including te reo Maori.
- prepare for and teach groups in a variety of situations/curriculum areas, as early in the professional experience as possible.
- provide opportunities for the student teacher to become familiar with the organisational and managerial demands of a classroom, e.g. lunch orders, lost property, homework for sick children.

Shared and full control opportunities

- shared control may be extended to time-table blocks, e.g. 9.00-10.30 am by the second or third weeks. Some student teachers may be confident enough to attempt full control for short blocks of time in weeks three and four. Full control for year one student teachers means teaching and managing the equivalent of the whole class for blocks of time up to whole day(s). Where student teachers are paired for professional

experience, full control can also be shared. Planning may be shared between the Mentor and the student teacher or in paired situations between the student teachers. The Mentor Teacher should remain in the school, but absent themselves from the classroom from time to time to enable the student teacher to experience managing on their own.

The close support of the Mentor Teacher will be required in all student teacher/child contacts. Student teachers at this level require experiences that are positive and successful.

MENTOR TEACHERS AND STUDENT TEACHERS IN MĀORI BILINGUAL AND IMMERSION CLASSES

Tātaireo: Ngā Taumata Reo Mo Ngā Pouako Paetahi O Ngā Hōtaka Mātauranga Pouako Hou - Rumaki Reo Māori

E te rangatira tēnā koe,

E whakaaro nui ana Te Kura Toi Tangata o te Whare Wānanga o Waikato mō ā koutou tautoko ki ngā ākonga kaiako reo Māori ki tō kura. E tika ana kia tuhia e ngā ākonga o te ara reo Māori ā rātou ake whāinga mō te reo Māori me ērā atu o ngā kaupapa i roto i ā rātou puka wā-kura.

He tono tēnei kia tutuki pai ai te pakaritanga o te reo o tō ākonga, mēnā ka tuhia e koe ōu arotakenga mō ēnei pukenga. Kei raro ētehi whakaaro mai i te Tātaireo hei āwhina i a koe. Kia tuhia o kōrero ki te rīpoata o te ākonga kaiako.

Kia rere te reo

Ngā pouako paetahi:

- i. ka mōhio ki te korero māhorahora kia kaha tonu ki tētehi matapaki mō tētehi kaupapa mātauranga.
- ii. ka taea te āta whakahāngai i te reo, me ōna whakapuakitanga, kia huatau, kia tōtika mō ngā taumata ākonga rerekē me ngā āhuatanga maha.
- iii. ka taea te whakamahuki i ngā kaupapa matatini, kia mārama, kia tika.
- iv. ka taea te kawē tikanga hei whakangāwari i te whakaaro tiketike kē atu i roto i ngā ākonga, ina koa; te maumahara kōrero, te whakamārama, te hoatu tikanga te hīraurau hopanga, te haumi kaupapa, me te aromātai.
- v. ka whakawhiti kōrero i runga i te māia, kia whai take tonu, mō te huhua o ngā āhuatanga e pā ana ki te pouako, tae atu ki te matapaki me te whakapūrongo kōrero mō te akoranga me ngā paetae o te ākonga.

Kia tika te reo

Ngā pouako paetahi:

- i. ka whakamahi i te matahuhuatanga o ngā rautaki whakawhiti kōrero me ngā āheinga reo kia tino pai, ki te reo Māori.
- ii. ka whakamahi i te matahuhuatanga o ngā kupu ahūwhānui, o ngā kupu whāiti hoki kia huatau, kia tika hoki, ki te reo Māori.
- iii. ka kōrero i te reo Māori me te matatau ki te reo, kia tika te whakahua, te haureo, me te mīta.

Kia Māori te reo

Ngā pouako paetahi:

- i. ka whai reo hāngai tonu hei whakatenatena, hei whakahihiko, hei whakamihi i te ākonga.
- ii. ka taea te whakamahi i te matahuhuatanga o ngā āhuatanga reo whakarite, reo ā-whānau, kupu whakarite hoki o te reo Māori me te matatau, me te hāngai anō, i ngā horopaki whakaako, ako anō hoki.
- iii. ka mōhio ki te whakamārama, ki te whakaatu hoki i ētehi wheako Māori motuhake e hāngai ana ki te whānuitanga o ngā horopaki ako.

Kia ora te reo

Nga pouako paetahi:

- i. ka whakamahi i ngā mātauranga whakaako reo tuarua hei tautoko i te whakaako, me te ako whai take, ma te reo Māori.

- ii. he rautaki whāiti āna hei āwhina i te toitūtanga o ngā reo ā-iwi.
- iii. e ngākau nui ana, mōna anō kia whakapakari haere tonu ia i tōna ake reo, hei āwhina i ngā paetae o ngā ākonga.

Tātaireo: LANGUAGE COMPETENCIES FOR GRADUANDS OF MAORI MEDIUM INITIAL TEACHER EDUCATION PROGRAMMES

E te rangatira tēnā koe

Te Kura Toi Tangata, Faculty of Education at the University of Waikato values the support given to Māori medium initial teacher education students at your school. In setting goals for professional experience, Māori medium students are expected to include one or two for their reo Māori development as well.

In the assessment and evaluation of the student teacher it would be appreciated if you would make some comment about the development of his/her reo Māori during professional experience. Ideas from Tātaireo to guide your thinking are summarized below. Please include your comments in the student's professional experience report.

Kia rere te reo

Graduating teachers

- i. can contribute spontaneously and sustain a discussion on an education topic.
- ii. can adjust language and how it is expressed to suit different levels of ākonga and situations.
- iii. can explain complex topics, clearly and accurately.
- iv. can facilitate higher level thinking in ākonga e.g. recalling, explaining, applying, problem solving, synthesising, evaluating.
- v. communicate confidently and effectively for a range of teacher-related purposes, including discussing and reporting student learning and achievement.

Kia tika te reo

Graduating teachers:

- i. use a range of discourse strategies and language structures competently in te reo Māori
- ii. use a range of general and specific vocabulary items competently and correctly in Māori
- iii. speak te reo Māori competently with correct pronunciation, stress and intonation.

Kia Māori te reo

Graduating teachers:

- i. have a range of appropriate language to encourage, motivate and praise ākonga
- ii. use a range of figurative, colloquial and metaphoric features of Māori language competently and appropriately in teaching and learning contexts.
- iii. can describe and explain Māori specific experiences relevant to a range of learning contexts.

Kia ora te reo

Graduating teachers:

- i. utilise second language teaching pedagogy to support effective teaching and learning through te reo Māori
- ii. have specific strategies to contribute to the sustainability of reo-ā-iwi
- iii. are personally committed to the ongoing development of their own language in order to facilitate ākonga achievement.

